U.S. Department of Education - EDCAPS
G5-Technical Review Form (New)

Technical Review Coversheet

Applicant: California State University, East Bay Foundation, Inc. (U215N110037)
Reader #3:   **********

	Points Possible	**Points Scored**
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	15
Quality of Project Design		
1. Quality of Project Design	25	22
Quality of Project Services		
1. Qual. of Project Services	15	14
Quality of the Management Plan		
1. Qual. of Management Plan	45	38
Priority Questions		
Competitive Preference Priority		
CPP4 Early Learning		
1. CPP4 Early Learning	2	2
CPP5 Internet Access		
1. CPP5 Internet Access	1	0
CPP6 Arts and Humanities		
1. CPP6 Arts and Humanities	1	1
CPP7 Affordable Housing		
1. CPP7 Affordable Housing	1	0
Invitational Priority		
Adult Education		
1. Adult Education	0	0
Total	105	92

Technical Review Form

Reader #3:   **********

Applicant: California State University, East Bay Foundation, Inc. (U215N110037)

Questions

Selection Criteria - Need for Project

1. **Please respond to the sub-questions regarding the Need for Project.**

Reader's Score: **15**

    Sub Question

1. **The magnitude or severity of the problems to be addressed by the proposed project as described by indicators of need and other relevant indicators identified in part by the needs assessment and segmentation analysis.**

    Strengths:

    The applicant has a very good understanding of the challenges in the lives of the neighborhood residents. Residents express the need for affordable, accessible, high quality early education. 43% of children are not ready for Kindergarten (page 16). 78-83% elementary and 58-71% high school students are eligible for a free or reduced lunch.   Only 30% of sixth graders are proficient in math or English (page 16), and there are large achievement gaps for African Americans (page 17). Attendance rates decline significantly at the 7th grade (page 18). There is a particular need to re-designate English Language learners. Graduation rates are low. The enrollment patterns by ethnic group, as well as the amount of remedial work needed, is being tracked to gain understanding into the gaps in the academic preparedness experienced by graduates of the local schools. Some college persistence data is available. The applicant describes the safety and transportation needs, and the availability of community resources (parks, libraries and green space). Seventy-four percent of residents have access to the internet access. A clear segmentation analysis was included.

    Weaknesses:

    No weaknesses were found.

    Reader's Score: **10**

2. **The extent to which the geographically defined area has been described.**

    Strengths:

    The applicant provides adequate detail to describe the geographically defined area. The borders of the Jackson Triangle target neighborhood and a map are provided. Descriptive demographics - population by age and ethnicity, and the percent of children (77%) that attend the neighborhood target schools are provided.

    Weaknesses:

    No weaknesses were found.

Reader's Score: 5

Selection Criteria - Quality of Project Design

1. Please respond to the sub-questions regarding the Quality of Project Design.

Reader's Score: 22

1. The extent to which the continuum of solutions is aligned with an ambitious, rigorous, and comprehensive strategy for improvement of schools in the neighborhood.

Strengths:

The proposed Promise Neighborhood program will start with early childhood and the two elementary schools in year one, and expand to two middle schools in year three, and to the two High Schools in year four. Year five will focus on building the transition to college and career.

Harder elementary is using the Turnaround model of school reform and Tennyson High School is using the Transformation model. The intent is to transform all target schools into Full Service Community Schools. A focal strategy is to expand service learning, practicum and internships with California State University East Bay (page 32) to provide support services at the target schools. School reform work is underway at the district level, and a partnership with WestEd is addressing how the district can better incorporate best practices such as alignment of curriculum, governance, instruction, data and achievement monitoring, and other strategies. Tennyson High school has a School Improvement Grant. School Climate and safety are addressed. Attention is paid to transitions and to curricular articulation between grades (page 48).

Weaknesses:

The applicant indicates that all the target schools are persistently low performing on the abstract (page e33), but the specific intervention model (turnaround, restart, school closure or transformation) is only clearly stated for two of the schools in the narrative and in the Implementation Plan. College and career readiness should be incorporated into the plan earlier than the high school years (the Early Assessment Program assesses college readiness at the end of the 11th grade (page 35)). A more specific and earlier implemented plan to achieve a college going culture is needed. The education reform work underway at four of the five schools (Park, Winton, Chavez and Haywood High) was not well explained. Better description on how activities in the plan will affect the rigor of instruction, teacher effectiveness and achievement outcomes was needed. The activities of the college interns were not clearly defined.

Reader's Score: 7

2. The extent to which the applicant describes an implementation plan to create a complete continuum of solutions, including early learning through grade 12, college- and career-readiness, and family and community supports, without time and resource gaps, that will prepare all children in the neighborhood to attain an excellent education and successfully transition to college and a career, and that will significantly increase the proportion of students in the neighborhood that are served by the complete continuum to reach scale over time.

Strengths:

A visual of the continuum of services is proved on page 28. The Implementation plan describes the services and programs that will be offered in each domain. Detailed solutions are provided for early learning and K12 and for family and community supports. AmeriCorps staffed Parent Centers and Promotoras will be used to assure that residents are knowledgeable about and can access needed services. Family and community support services include expanding health knowledge and access at the

schools, use of a mobile health lab, expand out of school programs, and provide technology literacy courses for parents. The plan addresses transportation needs to assure residents can access programs.

Weaknesses:

No weaknesses were found.

Reader's Score: 5

3. **The extent to which the applicant identifies existing neighborhood assets and programs supported by Federal, State, local, and private funds that will be used to implement a continuum of solutions.**

Strengths:

Pages 49-53 detail the existing neighborhood assets and programs. Funding sources are named. Funds represent a mix of sources. Leveraged funds are also detailed in the Implementation Plan.

Weaknesses:

No weaknesses were found.

Reader's Score: 5

4. **The extent to which the applicant describes its implementation plan, including clear annual goals for improving systems and leveraging resources as described in paragraph (2) of Absolute Priority 1.**

Strengths:

The applicant provides a clear and comprehensive Implementation Plan. Annual Goals for improving systems are listed on pages 53-55. The applicant includes goals for leveraging resources.

Weaknesses:

No weaknesses were found.

Reader's Score: 5

Selection Criteria - Quality of Project Services

1. **Please respond to the sub-questions regarding the Quality of Project Services.**

Reader's Score: 14

Sub Question

1. **The extent to which the applicant describes how the needs assessment and segmentation analysis, including identifying and describing indicators, were used to determine each solution within the continuum.**

Strengths:

Appendix F (Implementation Matrix) clearly explains how each solution was derived from the needs assessment and segmentation analysis. The applicant provides data points for each indicator.

Weaknesses:

No weaknesses were found.

Reader's Score: 5

2. **The extent to which the applicant documents that proposed solutions are based on the best available evidence including, where available, strong or moderate evidence.**

Strengths:

Appendix F (Implementation Matrix) explains the evidence used to choose each solution. The applicant notes if the evidence is strong or moderate.

Weaknesses:

No weaknesses were found.

Reader's Score: 5

3. **The extent to which the applicant describes clear, annual goals for improvement on indicators.**

Strengths:

Pages 64-68 contain information on the annual goals for improvement on indicators.

Weaknesses:

Some of the indicators do not have annual targets (Objectives 1.4 and 7.1).

Reader's Score: 4

Selection Criteria - Quality of the Management Plan

1. **Please respond to the sub-questions regarding the Quality of the Management Plan.**

Reader's Score: 38

Sub Question

1. **Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in working with the neighborhood and its residents; the schools described in paragraph (2)(b) of Absolute Priority 1; the LEA in which those schools are located; Federal, State, and local government leaders; and other service providers.**

Strengths:

The applicant has strong capacity, both in experience and expertise of personnel and in organizational capacity, to manage this program. The applicant discussed several lessons learned during the planning process. Many relationships were developed and enhanced with community leaders and legislators as a result of the work to date.

Weaknesses:

The applicant did not provide enough detail about their how they plan to build their capacity in this area. The applicant did not fully describe their experience working with residents or service providers.

Reader's Score: 8

2. **Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability, including whether the applicant has a plan to build, adapt, or expand a longitudinal data system that integrates student-level data from multiple sources in order to measure progress while abiding by privacy laws and requirements.**

   Strengths:

   The applicant has selected Efforts to Outcomes to store and analyze longitudinal data. The applicant will incorporate data privacy precautions to be in compliance with FERPA and HIPPA. Data will be used to drive quality improvement (page 57). The Promise Scorecard Data System will be used to communicate aggregate program information to stakeholders. The applicant speaks to the need to present data in meaningful ways, so that various audiences can clearly comprehend goals and progress. A full time database manager/analyst is budgeted for. There is a possibility of cost sharing if other CA PNs also choose ETO. The use of data for accountability purposes is mentioned.

   Weaknesses:

   More detail on the applicant s experience and lessons learned from managing large, complex data systems was needed. Additionally, the applicant did not describe how they will build capacity in this area.

   Reader's Score: 12

3. **Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in creating formal and informal partnerships, including the alignment of the visions, theories of action, and theories of change described in its memorandum of understanding, and creating a system for holding partners accountable for performance in accordance with the memorandum of understanding.**

   Strengths:

   The applicant provides a well written Memorandum of Understanding that clearly lists the each entity s Vision, Theory of Change and Theory of Action and how each aligns with the HPN. The applicant provides strategies to hold partners accountable (pages 84-85).

   Weaknesses:

   The applicant did not discuss lessons learned from their experience managing partnerships.

   Reader's Score: 9

4. **Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in integrating funding streams from multiple public and private sources, including its proposal to leverage and integrate high-quality programs in the neighborhood into the continuum of solutions.**

   Strengths:

   The CSUEB Contracts and Fiscal Departments have extensive experience with grants management and reporting as well as contracts.

   Weaknesses:

   The applicant did not discuss lesson learned from their experience integrating funding streams or describe their plans for building capacity in this area.

   Reader's Score: 9

Priority Questions

Competitive Preference Priority - CPP4 Early Learning

1. **To meet this priority, an applicant must propose in its plan to expand, enhance, or modify, an existing network of early learning programs and services to ensure they are high-quality and comprehensive for children from birth through the third grade.**

   Strengths:

   The applicant describes an eighteen member network the builds upon the work of the Gateways Cradle to Career Education and Workforce Partnership's School Readiness Network. Quality measures, such as the Desired Results Development Profile, the Kindergarten Readiness Scale and the Early Childhood Environmental Rating, and the Quality Rating and Improvement System will be used to consistently measurement and assess quality (page 5-6). There is a focus on community outreach, parent engagement, sharing best practices and articulation to elementary school. An Executive Director has been named, and she will work closely with the California Preschool Instructional Network, the Gateways Partnership and the Alameda County Child Care Planning Council. There are progressive annual goals for service penetration (page 11).

   Weaknesses:

   No weaknesses were found.

Reader's Score: 2

Competitive Preference Priority - CPP5 Internet Access

1. **To meet this priority, an applicant must ensure that almost all students in the geographic area proposed to be served have broadband Internet access at home and at school, the knowledge and skills to use broadband internet access effectively, and a connected computing device to support schoolwork.**

   Strengths:

   The applicant did not address this competitive priority.

   Weaknesses:

   The applicant did not address this competitive priority.

Reader's Score: 0

Competitive Preference Priority - CPP6 Arts and Humanities

1. **To meet this priority, an applicant must include in its plan opportunities for children and youth to experience and participate actively in the arts and humanities in their community so as to broaden, enrich, and enliven the educational, cultural, and civic experiences available in the neighborhood.**

   Strengths:

   The proposal includes strategies to improve arts in out of school programming, by working with interns and local artists, and with community gardens and field trips. Digital arts will be a particular focus. The applicant plans to embed STEAM across the continuum of services.

   Weaknesses:

   No weaknesses were found.

Reader's Score: 1

Competitive Preference Priority - CPP7 Affordable Housing

1. **To meet this priority, an applicant must propose to serve geographic areas that were the subject of an affordable housing transformation pursuant to a Choice Neighborhoods or HOPE VI grant awarded by the U.S. Department of Housing and Urban Development during FY2009 or later years.**

    Strengths:

    The applicant did not address this competitive priority.

    Weaknesses:

    The applicant did not address this competitive priority.

Reader's Score: 0

Invitational Priority - Adult Education

1. **To meet this priority, an applicant must include a plan that is coordinated with adult education providers serving neighborhood residents, such as those funded through the Adult Education and Family Literacy Act, as amended. Coordinated services may include adult basic and secondary education and programs that provide training and opportunities for family members and other members of the community to support student learning and establish high expectations for student educational achievement. Examples of services and programs include preparation for the General Education Development (GED) test; English literacy, family literacy, and work-based literacy training; or other training that prepares adults for postsecondary education and careers, or supports adult engagement in the educational success of children and youth in the neighborhood.**

    No

Reader's Score: 0

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Technical Review Coversheet

Applicant: California State University, East Bay Foundation, Inc. (U215N110037)
Reader #2: **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	15
Quality of Project Design		
1. Quality of Project Design	25	23
Quality of Project Services		
1. Qual. of Project Services	15	15
Quality of the Management Plan		
1. Qual. of Management Plan	45	38
Priority Questions		
Competitive Preference Priority		
CPP4 Early Learning		
1. CPP4 Early Learning	2	2
CPP5 Internet Access		
1. CPP5 Internet Access	1	0
CPP6 Arts and Humanities		
1. CPP6 Arts and Humanities	1	1
CPP7 Affordable Housing		
1. CPP7 Affordable Housing	1	0
Invitational Priority		
Adult Education		
1. Adult Education	0	0
Total	105	94

Technical Review Form

Reader #2:   * * * * * * * * * *

Applicant: California State University, East Bay Foundation, Inc. (U215N110037)

Questions

Selection Criteria - Need for Project

1. Please respond to the sub-questions regarding the Need for Project.

Reader's Score: 15

Sub Question

1. The magnitude or severity of the problems to be addressed by the proposed project as described by indicators of need and other relevant indicators identified in part by the needs assessment and segmentation analysis.

Strengths:

There are several indicators that demonstrate the high poverty levels for area families and children, using reduced-free lunch numbers for K-12 students and Federal poverty guidelines. Page 14. The PN area has 10,000+ residents, with 41% under the age of 25. The per capita is lower than the city and state numbers. A large portion of income is spent on rent, up to 50%. Page 25. Unemployment is the highest on the county and is higher for men of color and undereducated and non-English speakers. The school population is predominantly African-American and Hispanic, followed by Asian/Filipino and White. The disparity for Latino and Black students is even greater. Over 35% are English Learners. Page 3. School attendance rates are highest for Kindergarten, and rise for Middle and High schools where chronic absenteeism becomes a risk factor for these students. Page 19. This loss of class time in turn impacts the school achievement, college and career choices as well as behavioral and social choices. Surveyed parents of pre-school children have not sent their kids to licensed child care or pre-K programs because of expense and/or transportation issues, which is evidenced in the 43% of students who did not meet the Kindergarten readiness standards. Page 16. There is even more disparity for those children who speak Spanish at home (54%). Academic achievement scores for grades K-12 are significantly lower in both math and reading compared to county and state numbers. The students across the grades feel less safe in the schools than in their community. Page 22. Students are exposed to violence and some become a part of the incidents of violence, which involve weapons, physical violence and bullying. The Juvenile Probation rate is 42% higher than the rest of the county. One third of the households with students do not have access to internet connectivity in their schools and nearly as many lack connectivity in their homes, greatly impacting the ability of students to learn on a competitive level. A high level of not having pre-natal care and lack of or limited insurance impacts the community's children, as does a teen pregnancy rate double that of the county in some areas. Asthma, diabetes and obesity rates are high for area youth. Food security is an issue based on the number of requests and is negatively impacted by lack of access. Page 25. Appendix A.

Weaknesses:

There were no weaknesses noted.

Reader's Score: 10

2. The extent to which the geographically defined area has been described.

Strengths:

This geographically small neighborhood is located in the San Francisco area of northern California. The population is approximately 10,000. The census tracts and zip codes are provided. The location of the targeted schools is shown. The location of major highways and streets is shown and discussed. Public transportation is limited. The City cites an absence of safe walking paths, traffic and loitering as issues in the streets of the community, making it difficult for children and families to access needed support services and shopping sites. There are no parks or recreational sites accessible to the targeted community. Housing is primarily rentals. There are detailed maps included in the Needs Assessment Report attachment that provide additional information on the geographical description of the targeted area. Pages 45-48. The maps on pages A-184 and A-225-226, show the locations of an array of services that are not found within the PN area including: a library or a civic centers. There is no community center, no recreational or parks sites, and no arts or theater venues. Public transportation is limited and generally on the outside of the triangle PN area. There is no emergency medical facility within the area.

Weaknesses:

There are no weaknesses noted.

Reader's Score: 5

Selection Criteria - Quality of Project Design

1. Please respond to the sub-questions regarding the Quality of Project Design.

Reader's Score: 23

Sub Question

1. The extent to which the continuum of solutions is aligned with an ambitious, rigorous, and comprehensive strategy for improvement of schools in the neighborhood.

Strengths:

The applicant has developed an ambitious and comprehensive continuum of solutions that are responsive to the needs identified through their assessments. There are components along the continuum from Early Childhood education through College and Career. Each component has multiple solutions that are geared specifically to a targeted audience, or a recognized problem. There are detailed descriptions for each. The school-based components for K-12 addressed a range of indicators found for this population. There is a strong focus on increasing academic achievement across the grades. Included are: professional development for teachers and administrators, a school climate strategy, transitional programming, parent engagement, services for special needs students, expanded out-of-school programs, drop-out prevention and creating a school and family culture that values going to college. Page 28. Solutions include plans for English Language Learners including Coaches that change from year to year. Community involvement is integral to the continuum's success. The Comprehensive Neighborhood Revitalization Plan (Appendix G) adequately summarizes the solutions being implemented. From Early childhood, to K-12 program and overall school reform strategies, and higher education resources and planning for students and parents. The overall strategy includes Health and Safety components, Internet Accessibility and training for parents. The kinds of services that are included are described. The Implementation Matrix- Appendix F presents an overview of all the solutions aligned with the need indicator, the timing of the implementation, the target audience, the number and percentage of the target audience served, the provider, and the cost per participant

Weaknesses:

The solution to address college readiness begins in the 11th grade, which is too late for many youngsters who need college and career services from Middle School through High School. There are two schools in the PN area that are designated as persistently low performing by Federal DOE standards, as a result, the applicant is required to identify which of the four models of school reform they will be using as identified in the application guidance for the Promise Neighborhood implementation grants. The education reform efforts are underway but they are not well explained and not aligned with school improvement strategies.

Reader's Score: 8

2. **The extent to which the applicant describes an implementation plan to create a complete continuum of solutions, including early learning through grade 12, college- and career-readiness, and family and community supports, without time and resource gaps, that will prepare all children in the neighborhood to attain an excellent education and successfully transition to college and a career, and that will significantly increase the proportion of students in the neighborhood that are served by the complete continuum to reach scale over time.**

Strengths:

The implementation plan, detailed in appendix F and through narrative support includes early learning and K-12 solutions, post-secondary and college readiness solutions. In Appendices F and G the continuum of solutions are outlined and a sense of continuity and thoroughness is evident. The applicant summarizes the actions of the HPN project as creating a full service community school. Page 47. The plans flows from component to component and within each focus area. For example, in the Early Childhood Education focus, education for parents with pre-schoolers that increases pre-school enrollment and sets in motion parental involvement with the schools, which in turn feeds into parents being involved in community programs and services. There are issues that cross over focus areas, such as food security, safety and health care which are addressed in a global way across the continuum. Case management will allow for a coordinated provision of series to students. The college to career component is described. Page 50. There is a list of the complete continuum of solutions.

Weaknesses:

There are no weaknesses noted.

Reader's Score: 5

3. **The extent to which the applicant identifies existing neighborhood assets and programs supported by Federal, State, local, and private funds that will be used to implement a continuum of solutions.**

Strengths:

The applicant cites eleven school-based and community-based programs and services that are currently supported by outside funding partners. Included are: federally funded School-based Parent Centers, several county-wide and county funded services such as prenatal medical care, healthcare and mental health services, and programs from the Juvenile Justice system. There are counseling services for English Language Learners, and a community garden that is run by a group of residents that references nutritional and food security issues in the community. A local college provides TRIO Talent Search services for middle school to college age youngsters in college preparation and support. The Neighborhood Partnership Council is supported by the city, and the South Hayward Neighborhood Collaborative, which for 25 years has been providing youth services and programs. There is a Youth and Family Center that provides early childhood development programs and youth development and risk reduction services. Pages 49-52. All of these entities have had input into the planning of the HPN.

Weaknesses:

There are no weaknesses noted.

Reader's Score: 5

4. **The extent to which the applicant describes its implementation plan, including clear annual goals for improving systems and leveraging resources as described in paragraph (2) of Absolute Priority 1.**

Strengths:

The applicant has provided a yearly summation of annual goals for improving systems on pages 53-55. Each goal is generally described and aligned to the years in which it will be addressed. There are school district policies addressed to be changed to include the PN goals for curriculum content and new programs for adult education, school-based health services and social enterprises. There are cross-sector collaboration with local government agencies, city and county, and with non-profits. The extension of a continuum of programming for early learning through grade 12 represents a significant systems change. The applicant has included some policy barriers that have encountered affect the implementation of their plan. There is a budget crisis in the state that impacts funding streams, The provision of health service is not to be provided to undocumented individuals, and data sharing with county and state agencies is in a tenuous state as full sharing is just beginning. Pages 55-58.

Weaknesses:

There are no weaknesses noted.

Reader's Score: 5

Selection Criteria - Quality of Project Services

1. **Please respond to the sub-questions regarding the Quality of Project Services.**

Reader's Score: 15

1. **The extent to which the applicant describes how the needs assessment and segmentation analysis, including identifying and describing indicators, were used to determine each solution within the continuum.**

Strengths:

The applicant has included a detailed description of how the needs assessment was designed and conducted. In the Needs assessment and Segmentation Analysis appendix document the process of creating and completing the needs assessment is documented chronologically. The collection of the data from a community survey- which is included- public data from schools and government sources. The Appendix provides a compete report on the results of the Needs Assessment. Despite of and because of the current state financial crisis the applicant has addressed sustainability as a goal for most of the solutions. The data base was designed to collect data from multiple sources, data collection to be on-going to be analyzed longitudinally. They considered the people who would be using the database to evaluate and make decisions on programming; the cost of updating the data and the kinds of information that would be most beneficial is assessing the needs of their constituency. The project's evaluation plan is a model for replication. Page A-180. The results from all sources were reviewed, analyzed and interpreted to be segregated by age, ethnicity, language, school grade and schools. Using the information provided in the final analysis the needs of the PN residents and students were used to develop a comprehensive and detailed plan of a continuum of solutions to address these identified needs. The final results covered a multitude of needs across the full age range of the community. It is shared with the partners, the community and supporting cohorts.

Weaknesses:

There are no weaknesses noted.

Reader's Score: 5

2. **The extent to which the applicant documents that proposed solutions are based on the best available evidence including, where available, strong or moderate evidence.**

Strengths:

The applicant describes the process that they used to research and review current literature that could provide efficacy of the solutions they have selected or suggest solutions that have been proven to work. In Appendix F, aligned with each solution are the citations and documentation to justify and support the selection of solutions. The level of strength and reliability of the evidence is noted

Weaknesses:

There are no weaknesses noted.

Reader's Score: 5

3. **The extent to which the applicant describes clear, annual goals for improvement on indicators.**

Strengths:

There are Tables that shown the breakdowns of the population served by each solution aligned with the yearly target goals that scale up each solution annually. Pages 31-36, Tables 1-10. There are annual goals for each year and the goals are specific, measurable and reasonable given the implementation plan described. The applicant lists the goals for the improvement of the needs indicators by focus area . The goals are specific, clear, reasonable and measurable. They are time-referenced, as goals for each of the five years of the project. The goals are presented against an established baseline data.

Weaknesses:

There are no weaknesses noted.

Reader's Score: 5

Selection Criteria - Quality of the Management Plan

1. **Please respond to the sub-questions regarding the Quality of the Management Plan.**

Reader's Score: 38

Sub Question

1. **Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in working with the neighborhood and its residents; the schools described in paragraph (2)(b) of Absolute Priority 1; the LEA in which those schools are located; Federal, State, and local government leaders; and other service providers.**

Strengths:

There are management team members listed with their professional affiliations. An organizational chart is included (page 69) that pictures a comprehensive and many faceted project, with a management team at the center and several entities that connect with one another and with the management team. There

is a diversity of membership in the management of the project, and members who have been involved from the onset of the planning process which can strengthens the organizational oversight process. Resumes of some of the management team members are provided. The Advisory Board is an essential part of the organization and includes members for city and county agencies as well as faith-based and other non-profits and representatives from the schools and colleges in the area. There are local residents on the Board and parents of elementary, middle and high school students. Page 71. The applicant describes the lessons learned during the planning process that will inform the project going forward, for example when meeting with area residents the presentations were too long not leaving enough time for feedback from the audience, as a result, they shorted the presentation time and increased the listening time at the community sessions.   Page 73. The meeting schedule is noted.

Weaknesses:

The applicant has not proposed ways to work with schools, the LEA, and other community service providers to build the capacity of the project staff and the project partners.

Reader's Score: 8

2. **Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability, including whether the applicant has a plan to build, adapt, or expand a longitudinal data system that integrates student-level data from multiple sources in order to measure progress while abiding by privacy laws and requirements.**

Strengths:

The applicant describes the experience of the organization that is creating the database, as well as that of members of the Management Team in using local and national data as a planning tool. They cite the use of an Information Technology Coach in the schools to assist teachers in using student level data from rapid-time data to make decisions about instruction and prioritizing special supports for students. The longitudinal database is referenced. There is a description of the process used to disseminate data to be assessed to remedy problems that arise in the implementation of a solution. Data from multiple sources is reviewed to make decisions on policies are then made. The example of data from a survey that showed that that students were exercising and eating well, while another source, the Physical Education fitness screening showed that there these same students had one of the highest rates of obesity in the county. The data was contradictory and a decision will be made when the project is implemented on how to address this inconsistency for the increase the health and wellness of the students. Page 78. Using the student level data to measure the progress of individual students, assess attendance and behavioral incidents as well as grade level or building level progress was addressed. Page 82. Information sharing was discussed. An annual review by the Institutional Review Board will be conducted. All confidentiality and privacy laws will be integrated into the process. Pages 78-83. The use of data at all levels will abide by privacy laws. Page 77.

Weaknesses:

The longitudinal database is not adequately described as to content and use. How the applicant will use data to monitor accountability which is an essential assessment component throughout the project's implementation, has not been fully described. There is no indication that the Management Team has up-to-date data management and application skills.

Reader's Score: 12

3. **Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in creating formal and informal partnerships, including the alignment of the visions, theories of action, and theories of change described in its memorandum of understanding, and creating a system for holding partners accountable for performance in accordance with the memorandum of understanding.**

Strengths:

The HPN theory of change believes that distressed communities affected by poverty and social disparities create a range of social and individual risk factors for community residents of all ages. Page 14. The partners who signed the MOUs have agreed to support this change theory as well as the theories of action, its strategies and actions. The process for holding the MOU partners accountable for delivering the services and funding to which they have committed is addressed through requiring each partner to submit quarterly data reports and quarterly local evaluation reports. Page 84. In addition to the formal partnerships the applicant cites links to neighborhood volunteers, interns and small businesses that will be encouraged and cultivate and recognized. As part of developing and sustaining the collaborative nature of the HPN and to be certain that all aspects of the project are being measured and assessed, all efforts will be made to track the contributions of the informal partnerships as the evolve.

Weaknesses:

There is no indication as to whether the Project Coordinator is a fulltime position. Page 70. The management team includes organizations with many members, it is not noted if these groups will send a representative to the Team or how they will be involved.

Reader's Score: 9

4. **Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in integrating funding streams from multiple public and private sources, including its proposal to leverage and integrate high-quality programs in the neighborhood into the continuum of solutions.**

Strengths:

The Tables 12 on pages 86-89 lists the components of the projects strategies aligned with the source of the funding for each. There are multiple funders representing a large number of state, county, private, federal and school district sources. Each strategy lists the sub-strategies and for each of these the funders are listed. It is evident that the applicant has been able to mange funding streams and align them with program components that are within the mission or prevue of each funder.

Weaknesses:

The applicant has not described any lessons that they have learned, from mistakes or successes in their past collaborations or during the planning process for this proposal that could be used to inform the implementation of this project and enhance the project's management or outcomes.

Reader's Score: 9

Priority Questions

Competitive Preference Priority - CPP4 Early Learning

1. **To meet this priority, an applicant must propose in its plan to expand, enhance, or modify, an existing network of early learning programs and services to ensure they are high-quality and comprehensive for children from birth through the third grade.**

Strengths:

The needs assessment identified gaps in services for prenatal to 3rd grade. The Early Childhood Work Group also confirmed that there was a lack of coordination for these services. The early childhood learning component was designed to a part of the overall PN project and develop solutions for that part of the continuum. The solutions include professional development, language and literacy development, digital learning, health and wellness solutions., Parent education and support are integrated throughout. The program strategies are described as is the scaling up of services over the five years. Relevant early childhood organizations are leveraged for resources and services. The program is a comprehensive, evidenced-based collaboration that is set to expand and enhance the existing network of early learning programs and services.

Weaknesses:

There are no weaknesses noted.

Reader's Score: 2

Competitive Preference Priority - CPP5 Internet Access

1. **To meet this priority, an applicant must ensure that almost all students in the geographic area proposed to be served have broadband Internet access at home and at school, the knowledge and skills to use broadband internet access effectively, and a connected computing device to support schoolwork.**

 Strengths:

 The applicant did not respond to this Priority.

 Weaknesses:

 The applicant did not respond to this Priority.

Reader's Score: 0

Competitive Preference Priority - CPP6 Arts and Humanities

1. **To meet this priority, an applicant must include in its plan opportunities for children and youth to experience and participate actively in the arts and humanities in their community so as to broaden, enrich, and enliven the educational, cultural, and civic experiences available in the neighborhood.**

 Strengths:

 The applicant plans to add a concentration on the Arts to the STEM subjects by connecting the Arts and Humanities into the science, technology, engineering and math. The strategies will support and enhance the learning process and there will be programming offered across the continuum, for pre-K to college and career. There will be Arts and Humanities initiatives in the out-of-school venues, afterschool, summer and weekends. Digital arts with creative and experiential components are described.

 Weaknesses:

 There were no weaknesses noted.

Reader's Score: 1

Competitive Preference Priority - CPP7 Affordable Housing

1. **To meet this priority, an applicant must propose to serve geographic areas that were the subject of an affordable housing transformation pursuant to a Choice Neighborhoods or HOPE VI grant awarded by the U.S. Department of Housing and Urban Development during FY2009 or later years.**

 Strengths:

 The applicant did not respond to this Priority.

Weaknesses:

The applicant did not respond to this Priority.

Reader's Score: 0

Invitational Priority - Adult Education

1. **To meet this priority, an applicant must include a plan that is coordinated with adult education providers serving neighborhood residents, such as those funded through the Adult Education and Family Literacy Act, as amended. Coordinated services may include adult basic and secondary education and programs that provide training and opportunities for family members and other members of the community to support student learning and establish high expectations for student educational achievement. Examples of services and programs include preparation for the General Education Development (GED) test; English literacy, family literacy, and work-based literacy training; or other training that prepares adults for postsecondary education and careers, or supports adult engagement in the educational success of children and youth in the neighborhood.**

   No

Reader's Score: 0

Status: Submitted

Last Updated: 11/16/2011 07:22 PM

Technical Review Coversheet

Applicant: California State University, East Bay Foundation, Inc. (U215N110037)
Reader #1:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	15
Quality of Project Design		
1. Quality of Project Design	25	23
Quality of Project Services		
1. Qual. of Project Services	15	15
Quality of the Management Plan		
1. Qual. of Management Plan	45	38
Priority Questions		
Competitive Preference Priority		
CPP4 Early Learning		
1. CPP4 Early Learning	2	2
CPP5 Internet Access		
1. CPP5 Internet Access	1	0
CPP6 Arts and Humanities		
1. CPP6 Arts and Humanities	1	1
CPP7 Affordable Housing		
1. CPP7 Affordable Housing	1	0
Invitational Priority		
Adult Education		
1. Adult Education	0	0
Total	105	94

Technical Review Form

Panel #4 - Tier II Panel - 4: 84.215N

Reader #1: **********

Applicant: California State University, East Bay Foundation, Inc. (U215N110037)

Questions

Selection Criteria - Need for Project

1. **Please respond to the sub-questions regarding the Need for Project.**

Reader's Score: 15

   Sub Question

1. **The magnitude or severity of the problems to be addressed by the proposed project as described by indicators of need and other relevant indicators identified in part by the needs assessment and segmentation analysis.**

   Strengths:

Through the first year planning process the HPN partnership conducted in-depth community-focused planning to include parent and community surveys, town hall meetings, work groups on specific areas of inquiry. To ensure community involvement, surveys were conducted in both English and Spanish.

The applicant provides a profile of need, citing poverty rates, free and reduced meals enrollment levels, preschool and or licensed day care participation, proficiency standards for English Language Arts and Math, attendance by grade level, graduation rate, readiness for college and college attendance level.

Safety and violence were among the highest of concerns identified during the planning process. Community input identified that safety concerns were high on the list of priorities for children and youth. School surveys documented that students felt less safe at school than in their communities. Resident surveys raised safety as a priority issue. School-level data around violence substantiates that there is a growing level of violence within the schools to be served.

Additional concerns and barriers identified during the planning process included access to internet by families, and serious health challenges in relation to preventable diseases and conditions with asthma being one of the primary conditions identified.

Secondary data which further supports the need and severity of the problems to be addressed has been provided in Appendix A of the proposal.

   Weaknesses:

None

   Reader's Score: 10

2. **The extent to which the geographically defined area has been described.**

Strengths:

The applicant has sufficiently addressed this segment of the application and has provided a strong description and map of the area to be impacted.

Weaknesses:

None

Reader's Score: 5

Selection Criteria - Quality of Project Design

1. Please respond to the sub-questions regarding the Quality of Project Design.

Reader's Score: 23

Sub Question

1. The extent to which the continuum of solutions is aligned with an ambitious, rigorous, and comprehensive strategy for improvement of schools in the neighborhood.

Strengths:

Through the Geographic Information System and with quantitative and qualitative methods to determine the putative state that children, youth and families are facing, the applicant engaged work groups. Individual work groups focused on the specific issues that now comprise the continuum of solutions and comprehensive strategies that they propose to address. (pg 30-49)

Three supportive documents provide additional information and outline the proposed strategies. These documents which can be found in the appendix are: The Needs Assessment and Segmentation Analysis - Appendix G, the Implementation Matrix - Appendix F and the Comprehensive Neighborhood Revitalization Plan - Appendix G which further outlines the ambitious and rigorous strategies that the applicant proposes to implement.

Weaknesses:

The applicant has not adequately addressed how the proposed continuum of solutions will be aligned to meet the ambitious, rigorous, and comprehensive strategies for improvement of the schools targeted within this proposal. The proposed solutions seem to align more with extended day programs and out of school opportunities.

Reader's Score: 8

2. The extent to which the applicant describes an implementation plan to create a complete continuum of solutions, including early learning through grade 12, college- and career-readiness, and family and community supports, without time and resource gaps, that will prepare all children in the neighborhood to attain an excellent education and successfully transition to college and a career, and that will significantly increase the proportion of students in the neighborhood that are served by the complete continuum to reach scale over time.

Strengths:

The applicant states that they will build on the Transformation and Turnaround school reform strategies at all six schools, utilizing best practices to help teachers to provide rigorous and relevant instruction. Job-embedded professional development, including coaching for teachers to help them incorporate new instructional methods will be included (pg 18).

Five critical systemic weaknesses which were identified through the segmentation process and planning will be addressed to ensure that challenges are met in order for change to occur. One example includes - training early childhood providers to be aware of and use measures of development to improve child care practices.

The applicant has also committed to identifying neighborhood solutions that address safety, access to services, food security and economic wellbeing. All proposed solutions have been further detailed within the Implementation Matrix which can be found in the appendix.

Weaknesses:

None

Reader's Score: 5

3. **The extent to which the applicant identifies existing neighborhood assets and programs supported by Federal, State, local, and private funds that will be used to implement a continuum of solutions.**

Strengths:

The applicant has identified eleven different neighborhood assets and programs supported by Federal, State, local and private funds. It is the intent of the applicant to involve these, overtime, in the JT project. Examples of programs and assets include: School-based Parent Centers which are staffed part time by AmeriCorps members, support from the city to help create an active Neighborhood Partnership Initiative and Home Visitation for pregnant and parenting women. All examples can be found on pages 49 -53.

Weaknesses:

None

Reader's Score: 5

4. **The extent to which the applicant describes its implementation plan, including clear annual goals for improving systems and leveraging resources as described in paragraph (2) of Absolute Priority 1.**

Strengths:

Annual goals have been clearly identified for each year of the proposed project. Additionally the goals stated provide the year of implementation and years of involvement within the project area stated. Broad goal statements are provided within the MOU. Annual goals outlined within the Implementation Matrix which provides a plan of action and can be found within the appendix of the application.

The applicant has identified three policies they will need to address and overcome in order to affectively implementation the full HPN plan. These include the California Budget Crisis, MediCal and data sharing barriers. Within each of these areas the applicant has discussed and presented potential solutions that will enable them move forward with their proposed plan. (pg 55 - 58)

Weaknesses:

None

Reader's Score: 5

Selection Criteria - Quality of Project Services

1. Please respond to the sub-questions regarding the Quality of Project Services.

Reader's Score: 15

Sub Question

1. **The extent to which the applicant describes how the needs assessment and segmentation analysis, including identifying and describing indicators, were used to determine each solution within the continuum.**

Strengths:

Overviews of the needs assessment, segmentation analysis, including the indicators that have been identified are clearly being used to define and develop quality project services.

The applicant states that they are beginning with their most intensive work, the HPN Early Childhood Strategies. Upon completion of the segmentation analysis, the planning team found that there was almost a complete lack of high quality licensed child care and no preschool programs in the JT. High teen pregnancy rates and low utilization of prenatal care by JT residents has also raised concerns. To meet these needs, all expecting and neonatal mothers in JT will receive services through a Home Visitation Program.

To continue building the continuum, the applicant proposes implement several solutions, including: STEAM (STEM + Arts) will support academic literacy, job-embedded professional development for classroom teachers which utilizes expert coaches in English, math and use of technology and data to drive instruction. The applicant proposes creating a 'college going culture' and a postsecondary strategy that ensures high school students are ready for college level learning.

To address the community solutions, the applicant proposes to work with several agencies to increase services within the JT. Issues to be addressed include community safety, code enforcement, food security, internet access, transportation and health care access.

Weaknesses:

None

Reader's Score: 5

2. **The extent to which the applicant documents that proposed solutions are based on the best available evidence including, where available, strong or moderate evidence.**

Strengths:

It is clear from the Implementation Matrix provided (Appendix F) that the applicant has documented proposed solutions, basing their selection on the best available evidence for their community and the school reform that will be enhanced through this application. The applicant has provided evidence based findings within a strong or moderate framework.

Weaknesses:

None

Reader's Score: 5

3. **The extent to which the applicant describes clear, annual goals for improvement on indicators.**

Strengths:

Education indicators and Family / Community Support Indicators are outlined and include provide where possible, baseline assessment as well as expected change per year, with a final percentage of change indicated by year five. Starting on page 64, the applicant provides an over view of the seven goals that will be addressed by this application.

Weaknesses:

None

Reader's Score: 5

Selection Criteria - Quality of the Management Plan

1. Please respond to the sub-questions regarding the Quality of the Management Plan.

Reader's Score: 38

Sub Question

1. Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in working with the neighborhood and its residents; the schools described in paragraph (2)(b) of Absolute Priority 1; the LEA in which those schools are located; Federal, State, and local government leaders; and other service providers.

Strengths:

Management Team members for the HPN application have been introduced (pg 68) their professional involvement, expertise and future role within the project are also identified.

Further documentation of the applicants ability to work with the neighborhood, residents, schools, the LEA are found within the Implementation Plan, the MOU, the Planning Grant materials that were placed in the Appendix and in the Needs Assessment and Segmentation Analysis. Additionally, the Comprehensive Revitalization Plan for HPN which was provided in the appendix demonstrates this applicant's ability to meet this requirement.

Representation from a broad sector of the community; Federal, State, local government leaders and community providers can be documented within the application and many of the supplemental materials provided.

Weaknesses:

None

Reader's Score: 10

2. Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability, including whether the applicant has a plan to build, adapt, or expand a longitudinal data system that integrates student-level data from multiple sources in order to measure progress while abiding by privacy laws and requirements.

Strengths:

The applicant shares several lessons learned through the planning grant phase. These include the HPN partnership move from different presenting to the community to listening to the community -a process that resulted in really hearing what the community was sharing. (pg 73)

The Management Team is comprised of a diverse team of experienced managers who understand the JT community. The Management Team identified has a proven track record of working together during the planning grant phase. The team will meet monthly to address implementation issues and to help remove organizational barriers.

The applicant has provided a strong overview of the evaluation plan methodology, data collection, control or comparison groups (pg 78 -83) Within this plan, three evaluation goals have been identified to help ensure that progress is being measured and made.

The applicant states (pg 56) that they will take a conservative approach to data sharing by requesting parent permission to share data with specific agencies.

Weaknesses:

The applicant has not provided examples on lessons learned that demonstrate they have the management experience needed to manage the large and complex longitudinal database proposed. It is unclear how data will be used to monitor progress and hold partners accountable.

Reader's Score: 12

3. **Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in creating formal and informal partnerships, including the alignment of the visions, theories of action, and theories of change described in its memorandum of understanding, and creating a system for holding partners accountable for performance in accordance with the memorandum of understanding.**

Strengths:

The applicant provides an extensive organizational chart (pg 78) which offers a glimpse of the oversight and management flow within the HPN project being proposed. Partners have submitted formal letters of outlining their commitment and have signed onto a MOU. Upon receipt of funding, the applicant proposes to move to a more formal process, contract language, for those partners receiving funding.

Through the support of the Advisory Council, represented by the Mayor, Superintendent of Schools and other key community leaders, the council will meet quarterly to monitor the project's overall adherence to it timeline and to the HPN outputs and outcomes. The applicant will use a subcontractor with extensive experience in data collection and analysis to help regional planning, program planning, development and improvement.

The applicant outlines their communication process regarding strategies that are not achieving their output and/or outcome targets. (pg 76)

Weaknesses:

The management plan needs to be more clearly outlined.   Addressing who will be responsible for day to day operations, oversight of the fiscal management, ensuring that program planning and curriculum alignment are on target and moving forward. Additionally, there is no plan or process in place to address issues or concerns that may occur among the management team.

Reader's Score: 8

4. **Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in integrating funding streams from multiple public and private sources, including its proposal to leverage and integrate high-quality programs in the neighborhood into the continuum of solutions.**

Strengths:

The applicant provides examples of the enhanced and new relationships with governmental entities, service providers and many others - which have resulted in a greater level of support and leverage of resources.

Weaknesses:

The applicant has not addressed how they will integrate funding streams from multiple sources or how they propose to leverage and integrate high-quality programs. Both areas are critical to ensure, in these financially challenged times, that this plan, once implemented will continue to provide the services needed to ensure student success continues to grow.

Reader's Score: **8**

Priority Questions

Competitive Preference Priority - CPP4 Early Learning

1. **To meet this priority, an applicant must propose in its plan to expand, enhance, or modify, an existing network of early learning programs and services to ensure they are high-quality and comprehensive for children from birth through the third grade.**

Strengths:

The HPN needs / assets assessment and segmentation analysis identified significant gaps in service for young children prenatal - 3rd grade. The significant gaps in programming for this age group includes a need for increased licensed child care, child care training, and increased subsidized slots for children.

To meet these gaps, a formal Early Learning Network (ELN) will be formed to focus on these issues and to connect with the HPN broader Cradler to Career Education Reform Network. In addition, the ELN will foster and support regular use of State-approved quality measures in the Desired Results Development Profile, the Kindergarten Readiness Scale and the Early Childhood Environment Rating Scale to help programs focus on quality and to use outcome data to drive continuous quality improvement.

The applicant proposes an extensive project and has outlined system goals which are also aligned with in the Implementation Plan that has been produced for the HNP.

Weaknesses:

None

Reader's Score: **2**

Competitive Preference Priority - CPP5 Internet Access

1. **To meet this priority, an applicant must ensure that almost all students in the geographic area proposed to be served have broadband Internet access at home and at school, the knowledge and skills to use broadband internet access effectively, and a connected computing device to support schoolwork.**

Strengths:

NA

Weaknesses:

NA

Reader's Score: 0

Competitive Preference Priority - CPP6 Arts and Humanities

1. **To meet this priority, an applicant must include in its plan opportunities for children and youth to experience and participate actively in the arts and humanities in their community so as to broaden, enrich, and enliven the educational, cultural, and civic experiences available in the neighborhood.**

   Strengths:

   The applicant proposes to strengthen the STEM program by including Arts as part of the service learning and cultural services in the schools being served by this application. HPN will support STEAM focus in solutions and strategies all along the cradle to career continuum. The priority will be introduced into out of school time for K-12 students. To enhance and further expand this priority, the applicant will include digital arts along with dance, music, drawing, painting, textile arts, fashion, cooking poetry and more.

   Weaknesses:

   None

Reader's Score: 1

Competitive Preference Priority - CPP7 Affordable Housing

1. **To meet this priority, an applicant must propose to serve geographic areas that were the subject of an affordable housing transformation pursuant to a Choice Neighborhoods or HOPE VI grant awarded by the U.S. Department of Housing and Urban Development during FY2009 or later years.**

   Strengths:

   NA

   Weaknesses:

   NA

Reader's Score: 0

Invitational Priority - Adult Education

1. **To meet this priority, an applicant must include a plan that is coordinated with adult education providers serving neighborhood residents, such as those funded through the Adult Education and Family Literacy Act, as amended. Coordinated services may include adult basic and secondary education and programs that provide training and opportunities for family members and other members of the community to support student learning and establish high expectations for student educational achievement. Examples of services and programs include preparation for the General Education Development (GED) test; English literacy, family literacy, and work-based literacy training; or other**

training that prepares adults for postsecondary education and careers, or supports adult engagement in the educational success of children and youth in the neighborhood.

No

Reader's Score: 0

Status: Submitted
Last Updated: 11/17/2011 06:35 PM